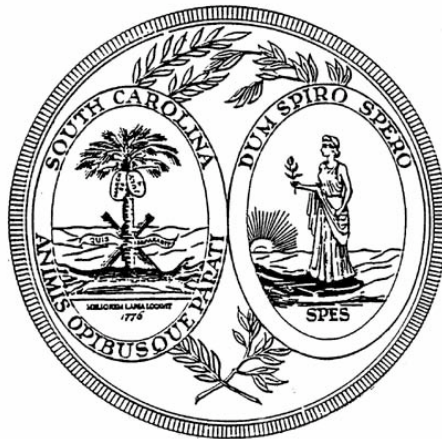
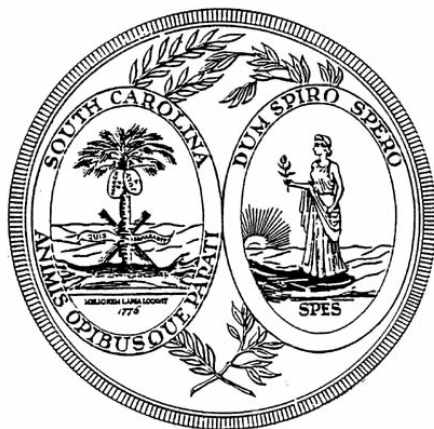


**SOUTH CAROLINA
MATHEMATICS AND SCIENCE
COACHING INITIATIVE
2007–08**

***MSU COHORT V
SCHOOL-BASED
MATHEMATICS OR SCIENCE COACH
APPLICATION PACKET***



Mathematics and Science Unit (MSU)
Office of Curriculum and Standards
South Carolina Department of Education



***MATHEMATICS AND SCIENCE UNIT (MSU)
COHORT V SCHOOL-BASED
MATHEMATICS OR SCIENCE COACH***

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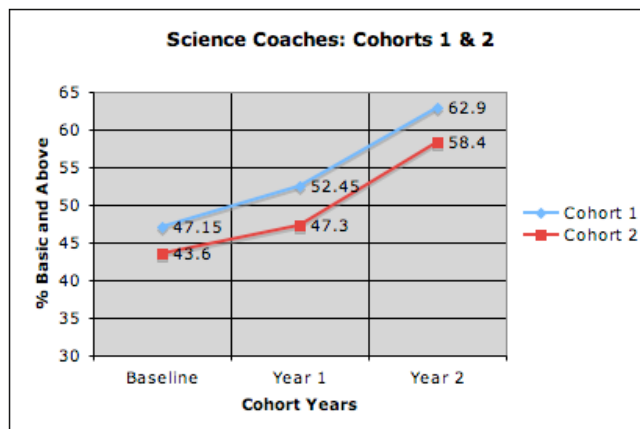
OVERVIEW: How Coaching Contributes to Improving Student Outcomes

The Model: A well-trained mathematics or science coach works full time in a single school.

- The coach and principal work from a plan that is consistent with the district's strategic plan and the school's improvement plan.
- The coach works with all of the teachers in the school who teach mathematics or who teach science.
- The focus of the coach's work is on increasing the capacity of the teachers to make their own instruction more effective.

When the Model is Fully Implemented:

1. **Schools have a cost-effective strategy to provide on-going, job-relevant professional development to their teachers.**
 - Teacher professional development takes place *in the classroom* and on school time. During the past three years, coaches have averaged about sixty contact hours with individual teachers. This is the equivalent of eight (8) days of professional development!
 - The content of the embedded professional development is focused on those key questions which make a difference in classroom instruction: are assignments carefully planned to ensure they meet appropriate grade level standards, are the curriculum materials being used appropriately, and are teachers looking for evidence that students understand what they are learning and using that evidence to adjust their instruction as necessary?
2. **Schools with coaches receive significant professional support either from the Department of Education's Mathematics and Science Unit (MSU) or from a district office staff member.**
 - Each first year coach is supported through weekly meetings with a specialist or a district office staff member.
 - The coach, principal, and support personnel meet regularly to ensure coordination and support.
 - Once a month the coach receives additional preparation in coaching and pedagogical content knowledge.
3. **Student achievement improves.**
 - Example: After two year of implementation, PACT performance of schools with coaches was better than that of a control group of schools without coaches.
 - Example: A Title 1 school's third grade that had 3.8% of students score at the Advanced Level in 2005 saw 14.1% of the fourth graders score at the Advanced Level.
 - Example: An elementary school with a coach was recognized by the EOC as one of 130 schools that had reduced the achievement gap significantly.
 - Example: Elementary school that has 41% minority and 66% free and reduced lunch showed significant increases in the number of students who scored Proficient or Advanced on PACT.



The good outcomes are the result of systemic work on the part of the school principal, the coach, the faculty, the district, and the MSU. **In other words, a fully implemented partnership is key to the success of the program.**

If you have questions about this Application, do not hesitate to contact your local MSU coordinator <http://ed.sc.gov/agency/offices/cso/mathematics/mathsciencecoaches.html> or contact the Mathematics and Science Unit Coordinator, John T. Holton, at 803-734-8311 or jholton@ed.sc.gov.



MSU COHORT V SCHOOL-BASED COACH APPLICATION PACKET 2007-08 (ONE COACH, ONE SCHOOL, ONE CONTENT AREA)

SECTION I: DISTRICT & SCHOOL INFORMATION

Check the content area coach position for which you are applying: ☐ Mathematics ☐ Science

If not selected as an MSU supported coach, I would like consideration as a district supported coach. ☐ Yes ☐ No

Coach nominee:

District:

School where coach will be assigned:

School address:

Principal:

Telephone:

()

E-mail:

District office contact:

Telephone:

()

E-mail:

SECTION II: TARGETED SCHOOL BASELINE DATA

Number of students per grade:

K 3

1 4

2 5

Number of teachers teaching mathematics or science per grade:

K 3

1 4

2 5

Grade	Performance Level	PACT Mathematics Percentages				PACT Science Percentages			
		2003	2004	2005	2006	2003	2004	2005	2006
Grade 3	Below Basic								
	Basic								
	Proficient								
	Advanced								
Grade 4	Below Basic								
	Basic								
	Proficient								
	Advanced								
Grade 5	Below Basic								
	Basic								
	Proficient								
	Advanced								

SECTION III: DISTRICT/SCHOOL NARRATIVE

Please respond completely to each of the items below.

- *Write each of your responses on a separate sheet of paper and label each response using the headings A, B, C, D, E, & F that are used here (e.g., “A. Providing Time for Teacher Support”).*
- *Double-space your typed responses, use 12 point font size, and adhere to the page limits specified.*
- *Number your pages consecutively and attach your completed responses at the end of this application form.*

A. Providing Time for Teacher Support (Not to exceed *one page*)

Effective coaching models demonstrate the need for common planning times and coaching opportunities within the school day. Explain how you will provide time for coaching within the school day.

B. The Impact of Other Programs (Not to exceed *one page*)

Describe other programs or support personnel provided to this school within the last five years (e.g., Literacy Coach, CSOS, SCRI, TSOS) and reflect on the impact of each on the school. These programs or support personnel may be state, regional, district or school initiatives. How will coordination of effort between these programs or support personnel and the coach be facilitated?

C. School Coaching Needs/Expected Outcomes (Not to exceed *one page*)

Based upon the analysis of your school’s PACT data and any other relevant disaggregated data, describe the instructional improvement needs of your school. How will a mathematics or science coach help address these needs in mathematics and/or science?

D. Continuation of the Coaching Program (Not to exceed *one page*)

Identify specific strategies your district will use to ensure continued high-quality implementation of the coaching initiative beyond the first year. (For example, use of PDSI funds, Title I, Title II, NCBL funds, etc.)

E. Comprehensive School Change

Describe how the programs that have been implemented in your school during the past five years connect to each other and to the overall school improvement plan and how the coaching initiative will be integrated into your comprehensive plan.

F. Additional Information (Not to exceed *one page*)

Provide any additional information or describe any special circumstances that would be helpful to the selection committee. Such information might include data supporting designation as a high-needs school based on free-and reduced-lunch population, lack of a mathematics or science curriculum coordinator, or other special circumstances that characterize your school.

SECTION IV: MATHEMATICS OR SCIENCE COACH INFORMATION

TO BE COMPLETED BY THE COHORT V SCHOOL-BASED MATHEMATICS OR SCIENCE COACH APPLICANT

Check the content area coach position for which you are applying:

☐ Mathematics ☐ Science

NAME: _____ SS#: _____
Last First Middle

MAILING ADDRESS: _____
Street City State Zip Code

PHONE: (____) _____ (____) _____ E-MAIL: _____
Home including Area Code Work including Area Code

TOTAL YEARS OF EXPERIENCE: _____ MOST RECENT DEGREE: _____

PRESENT EMPLOYER: _____
District Superintendent's Phone #

School School Phone # Fax #

WORK EXPERIENCE SUMMARY

Elementary: _____	Number of years: _____	Middle: _____	Number of years: _____	High: _____	Number of years: _____
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SOUTH CAROLINA PROFESSIONAL CERTIFICATES AND PROFESSIONAL INVOLVEMENT

Credential number: _____

Areas of certification: _____

National Board Certification:

☐ Yes (Date: _____) ☐ No

Area: _____

Professional Organizations: _____

Include a copy of your professional certificate with your application.

PROFESSIONAL PREPARATION

List in chronological order all colleges or universities that you have attended, beginning with the most recent:

COLLEGE OR UNIVERSITY	DATES OF ATTENDANCE	MAJOR	DEGREE EARNED Plus Hours Above

PROFESSIONAL POSITIONS

Provide the following information concerning your three most recent positions:

Current
Position: _____ School: _____ District: _____

Dates (*school years*) of employment: from _____ to _____ Principal: _____

Major duties and responsibilities:

Previous
Position: _____ School: _____ District: _____

Dates (*school years*) of employment: from _____ to _____ Principal: _____

Major duties and responsibilities:

Reason for leaving:

Previous
Position: _____ School: _____ District: _____

Dates (*school years*) of employment: from _____ to _____ Principal: _____

Major duties and responsibilities:

Reason for leaving:

REFERENCES

Your application packet must include sealed letters of support from three professional references, one of whom is your immediate supervisor. The signature of the person providing the letter of reference should be written across the seal of the envelope.

Provide the following information for each of your three professional references:

Name: _____ Position: _____

E-mail: _____ Telephone: (_____) _____
Area Code

Name: _____ Position: _____

E-mail: _____ Telephone: (_____) _____
Area Code

Name: _____ Position: _____

E-mail: _____ Telephone: (_____) _____
Area Code

PERSONAL NARRATIVE

In order to complete your application, you must respond in narrative to the four sections below.

- *Write your narratives on separate sheet(s) of paper and label each response using the headings G, H, I, & J that appear below (e.g., "G. Background Experiences").*
- *Double-space your typed responses, use 12 point font size, and adhere to the page limits specified.*
- *Number your pages consecutively and attach your completed responses at the end of this application form.*
- *Respond to each narrative based on the content area position (mathematics or science) for which you are applying.*

G. Background Experiences *(Not to exceed **three** pages)*

Describe three professional development opportunities you have had that will enable you to enhance the ability of elementary teachers to raise their students' level of performance in mathematics or science through coaching. Highlight these opportunities by focusing upon how each of them has influenced your own teaching with regard to key elements that should be part of all mathematics or science teaching methodology. Please include relevant titles and dates for these opportunities.

H. Working with Adult Learners *(Not to exceed **one** page)*

Describe the strategies you would use in working with teachers to improve student learning of mathematics or science in your school.

I. Teaching Mathematics or Science *(Not to exceed **one** page)*

Describe the specific knowledge and skills that an elementary teacher needs in order to teach mathematics or science in a way that motivates his or her students to learn.

J. Working as a Mathematics or Science Coach *(Not to exceed **one** page)*

Explain your perspective on how a mathematics or science coach should work in a school.

AFFIRMATION OF STATEMENTS

I hereby affirm that all of my statements in this application are true and accurate.

Signature

Date

Application Deadline: Friday, December 8, 2006
Must be received in SDE Office by 5:00 p.m.

Return application packet including the application forms, Memorandum of Agreement, and three sealed letters of reference to

Dr. John Holton
South Carolina Department of Education
1429 Senate Street, Room 801-B
Columbia, South Carolina 2920

**SECTION V: MEMORANDUM OF AGREEMENT (MOA) FOR
MSU COHORT V SCHOOL-BASED MATHEMATICS OR SCIENCE COACH**

**MOA Among the
South Carolina Department of Education and
the Mathematics or Science Coach, the School, and the School District Named Herein**

I. Background

The South Carolina State Department of Education (SDE) has developed a program under S.C. Code Ann. § 59-1-525 to implement a school-wide program to enhance the teaching of the grade-specific standards adopted by the State Board of Education and to improve the teaching of the standards in the core areas of reading, mathematics, social studies, and science. In order to support these goals, the Mathematics and Science Unit (MSU) has developed a process for the identification, selection, and training of mathematics or science coaches to serve in schools with grades K–5.

The work of the mathematics or science coach will be consistent with the Theory of Action* for Instructional Improvement used by the MSU. The coach will work directly with teachers to bring about improvements in the classroom that will positively impact student achievement. The work of the mathematics or science coach will be based on scientifically based research, content knowledge, and appropriate mathematics or science curriculum.

- A. The work of the mathematics or science coach will be consistent with the common vision to improve student knowledge and understanding of mathematics or science.
- B. The work of the mathematics or science coach will help develop the state, district, school, and classroom infrastructure by attending to each of the following elements of the MSU Theory of Action for Instructional Improvement:
 - research-based curriculum,
 - competent teachers,
 - assessment,
 - instructional materials support, and
 - engaged school and community.

II. The Specific Parties in the Agreement

The following person will participate in this program with the title of *mathematics or science coach*:

Name: _____

The following school and district will participate in this program (please type or print):

School: _____

School Address: _____

Principal: _____

District: _____

District Address: _____

District Superintendent: _____

*Adapted from the National Science Resource Center of the Smithsonian Institute/National Academies

III. Roles and Responsibilities of the Coach

The work of the mathematics or science coach is to develop the instructional capacity of a school faculty. The coach will assist teachers in the use of effective instructional strategies. The mathematics or science coach will

- Work with teachers to plan, implement, and reflect upon lessons;
- Work with content-area teachers to hone specific strategies;
- Observe classes and engage teachers in reflection;
- Identify standards based materials and other curriculum resources;
- Encourage teachers to talk about their practices;
- Facilitate co-teaching and demonstration lessons; and
- Employ other emerging strategies from research and best practices.

The work of the mathematics or science coach will be consistent with the MSU Theory of Action for Instructional Improvement.

IV. Collaboration

The coaching initiative will work most effectively as a partnership that includes the school, the district, and the Mathematics and Science Unit. Successful coaching depends on effective collaboration, specifically:

A. The mathematics or science coach will

- Perform work consistent with MSU Theory of Action for Instructional Improvement. (Work inconsistent with the MSU Theory of Action for Instructional Improvement includes the coach serving as an additional teacher, a designated substitute, a supervisor, or a coordinator for a mathematics or science program. *Please see attached Guide document for a specific listing of the inappropriate uses of the coach.*)
- Attend all MSU scheduled meetings, including two, week-long training institutes, and eight MSU statewide follow-up meetings throughout the school year.
- Complete and submit all assignments and updates in a timely manner.
- Assist in the implementation of all MSU directives.

B. The school district will

- Work with the MSU to ensure effective use of the services of the mathematics or science coach. (*Please see attached Guide document for a specific listing of the inappropriate uses of the coach.*)
- Ensure that the principal and the mathematics or science coach attend the obligatory training dates.
- Ensure that the principal attends the follow-up meetings (two) for principals and district office contacts.
- Provide the space and resources (to include a personal computer with internet access to be used exclusively by the coach) necessary for the mathematics or science coach to function effectively in his or her position.
- Provide the mathematics or science coach with *adequate* opportunities during the school day for coaching teachers (i.e., planning, observing, reflecting).
- Provide data to assess the effectiveness of the coaching program at the request of the MSU.

C. The school will

- Engage the mathematics or science coach in a manner consistent with his or her roles and responsibilities as determined by the MSU. (*Please see attached Guide document for a specific listing of the inappropriate uses of the coach.*)
- Provide the space and resources necessary for the mathematics or science coach to function effectively in his or her position.
- Provide the mathematics or science coach with *adequate* opportunities for embedded professional development.
- Provide data to assess the effectiveness of the coaching program at the request of the MSU.

D. The MSU will

- Hold regionally pre-institute meetings regarding the coach's, school's, and district's participation in the Cohort V Coaching Initiative;
- Monitor and assess the effective engagement of the mathematics or science coach;
- Provide the training, leadership, and coordination needed for the mathematics or science coach to develop the instructional capacity of the school faculty;
- Work with the district, the school, and the mathematics or science coach to develop, implement and revise as needed a school plan for instructional improvement in mathematics or science; and
- Provide feedback on data collection and assist with data analysis as needed.

The MSU reserves the right to withdraw assistance if it is determined that the school or district is not engaging the coach in a manner consistent with roles and responsibilities as outlined in this Memorandum of Agreement.

V. Stipulations regarding the Mathematics or Science Coach (The funding for this program comes from state appropriations. In the event funds are no longer available, this contract may be terminated.)

A. Financial Obligations

For the 2007–08 school year,

- The MSU will provide \$31,200 in support of the mathematics or science coach's salary and fringe benefits for a 205-day contract which includes MSU training.
- The district will provide the remaining funds in support of the mathematics or science coach's salary and fringe benefits for a 205-day contract.
- The district and/or school will provide support for transportation expenses (mileage) associated with the participation of mathematics or science coach, principal, and/or district personnel to attend all institutes.

Districts may use K–5 Enhancement, PDSI, Title I, Title II Part A, or other funds available to the district to support the coach's salary and/or training cost. **The MSU will provide training and support as long as the school continues to abide by the terms of this MOA.**

B. Employment Status

- The mathematics or science coach will remain an employee of the school district and will be covered by the district's workers' compensation benefits.
- The district will maintain the mathematics or science coach's leave records for both earnings and charges. The mathematics or science coach must promptly notify the district and the MSU of his or her intent to take leave or to be absent at any time. **Note:** Leave or absence *must* be approved in advance by the MSU. The district will report the mathematics or science coach's leave records for both earnings and charges on a quarterly basis.
- The mathematics or science coach will be entitled to the holiday schedule observed by the district. Exceptions to the schedule may require attendance at MSU statewide meetings or regional meetings. However, the mathematics or science coach will not be required to work more than 205 days.

C. Period of Employment

- The mathematics or science coach's obligation to the district and the school will be for one school year (i.e., 205-day contract) contingent upon state funding, legislative authorization, the district's and the school's eligibility to receive services, the results of the MSU's and the district's annual performance evaluations, and/or the mathematics or science coach's adherence to the MSU's guidelines and contract stipulations.
- At the end of this one-year contract, the mathematics or science coach, the school, the district, and the SDE are under no further obligation to continue a mathematics or science coach program in the district.

D. Return to Regular Employment

- The mathematics or science coach has no legal right to continue employment with the district as a mathematics or science coach beyond the one-year contract term.
- At the end of the contract period, the mathematics or science coach shall be allowed to return to his or her regular position with the district, with the same teaching or administrative contract status as when he or she left, including credit for time accrued as a mathematics or science coach, but without assurance regarding the particular school or the position to which he or she may be assigned.
- The school year that the mathematics or science coach spends in the program shall be applied as a regular teaching year for all purposes such as seniority, pay increases, and retirement unless otherwise agreed upon by the mathematics or science coach and the district.

E. Ethics Laws

The mathematics or science coach is bound by the state ethics laws and is encouraged to become familiar with those laws.

VI. Termination of the Agreement

A. Funding Unavailable

The funding for this program comes from state appropriations. In the event that funds are no longer available, this agreement will be terminated.

B. Termination by the Mathematics or Science Coach

If the mathematics or science coach terminates his or her contract during the school year, the district may report the action to the State Board of Education as a breach of contract pursuant to S.C. Code Ann. § 59-25-530 (1990). The mathematics or science coach may be subject to the provisions of that section, which include suspension of the mathematics or science coach's teaching certificate for up to one year.

C. Termination by the SDE

The SDE may terminate an assignment if the school or district does not use the mathematics or science coach in a manner that is consistent with the roles and responsibilities designated by the SDE. The SDE's determination is final and may not be appealed.

D. Termination of Contract for Cause

- Any disciplinary action the district takes against the mathematics or science coach will be in accordance with the particular district's personnel policies and procedures. The mathematics or science coach is entitled to the protections of the Employment and Dismissal Act. Any right to a hearing will be at the district level.
- If the district wishes to continue the employment of the mathematics or science coach as a teacher, the district may do so. However, the district must return a pro-rated portion of the coach's salary based on the number of days that the teacher worked as a mathematics or science coach.
- If the mathematics or science coach breaches any provision of his or her contract, the SDE may terminate this agreement.
- If the contract of the mathematics or science coach is terminated, the SDE shall have no further obligation with regard to this agreement.

If the SDE terminates the assignment of the mathematics or science coach and the MSU determines that reassignment is not feasible, the coach will be reassigned within the district and a prorated amount of the coach's salary will be returned to the MSU. There shall be no further obligation by the SDE or the district to continue a mathematics or science coach program in the district after the mathematics or science coach returns to the district in the non-coaching role.

E. Notice of Termination

If hand delivered, notice of termination shall become effective on the date specified on the notice letter. If the letter is mailed, notice of termination shall become effective on the date of the notice letter.

If the school district is sending notice of termination to the SDE, that notice shall be delivered to the following:

South Carolina Department of Education
Attention: Dr. John Holton
Mathematics and Science Unit
1429 Senate Street, Room 801-B
Columbia, SC 29201

VII. Other Options

If the applicant named in this agreement is not selected as a MSU Cohort V School-Based Coach, the district can request that he or she be given consideration for a District-Supported Mathematics or Science Coach position. This request must be made in writing and submitted along with the MSU Cohort V School-Based coach application.

VIII. Amendments

This memorandum constitutes the whole agreement between the parties, and no prior representatives, negotiation, or agreements by any party shall affect the construction and operation of this agreement. This agreement may be amended only by a written instrument signed by all parties.

The following individuals, as the parties or the representatives of the parties named in this memorandum, agree to all stipulations as set forth herein:

MSU COHORT V SCHOOL-BASED
MATHEMATICS OR SCIENCE COACH

Name (Please type or print.)

Signature

Date

SCHOOL PRINCIPAL

Name (Please type or print.)

Signature

Date

DISTRICT SUPERINTENDENT

Name (please type or print)

Signature

Date

INEZ M. TENENBAUM, STATE SUPERINTENDENT OF EDUCATION

Signature

Date

Application Deadline: Friday, December 8, 2006
Must be received in SDE Office by 5:00 p.m.

Return application packet including the application forms, Memorandum of Agreement, and three sealed letters of reference to

Dr. John Holton
South Carolina Department of Education
1429 Senate Street, Room 801-B
Columbia, South Carolina 29201

SECTION VI: MSU COHORT V SCHOOL-BASED MATHEMATICS OR SCIENCE COACH

SCORING RUBRIC

The following guidelines were designed to help districts assess all MSU Cohort V School-Based Mathematics or Science Coach applications.

I. Rating the District or School's Narrative

A. Providing Time for Teacher Support (weight X2)

- The narrative clearly explains how common planning time is, or will be, provided daily during the school day. (2 points)
- The narrative clearly explains how common planning time is, or will be, provided daily not during the school day. (1 point)

B. The Impact of Other Programs

- The narrative clearly describes other programs that have been used (or support personnel hired) within the past five years, and their impact on the school, and the relationship between each program. (2 points)
- The narrative of the relationship between the programs and the impact is vague. (1 point)

C. School Coaching Needs and Expected Outcomes (weight X2)

- The narrative includes clearly identified needs based upon an analysis of relevant data and articulates ways in which a science coach could address those needs. (2 points)
- A statement of needs was submitted, but little or no relationship is shown between the needs and an analysis of the data. (1 point)

D. Continuation of a Full-Time Coaching Program (weight X2)

- The narrative clearly describes a meaningful plan (and specific strategies) the district will use to ensure continued high-quality implementation of the coaching initiative (e.g., use of PDSI funds, Title I, Title II, NCLB funds). (2 points)
- A plan was identified, but it is not feasible or practical. (1 point)

E. Comprehensive School Change

- The narrative includes a clear description of the connections among various programs during the past five years, the relationship between these programs, and the overall school improvement plan. (2 points)
- The narrative includes either a description of the connections among various programs or the relationship between the programs and the overall school improvement plan, but not both. (1 point)

F. Special Circumstances

- Narrative contains a compelling description of special circumstances. (3 points)
- Narrative contains a good description of special circumstances. (2 points)
- Narrative contains a vague description of special circumstances. (1 point)

II. Rating the MSU Cohort V School-Based Mathematics or Science Coach Application

Applicant's Professional Preparation

- Application includes evidence of South Carolina certification (certificate enclosed) and a master's degree in an appropriate field. (2 points)
- Applicant is certified and has a bachelor's degree. (1 point)

Applicant's Work Experience

- Applicant has rich and varied professional work experience appropriate to the K–5 mathematics or science position for which they have applied. The teacher may have been a lead teacher or department chair, may have written curricula, may have been a mentor, may have been a SIP facilitator, may have taught many grade levels or subjects with at least 3 years teaching one specific grade/subject, and/or may have extensive experience with additional leadership duties such as school planning. Stated reasons for leaving previous jobs are acceptable. (3 points)
- Applicant has good professional experiences. Teacher has one or two experiences beyond classroom assignment(s). (2 points)
- Applicant has minimal professional experiences. (1 point)

Letters of References/Support

- Three letters of reference contain information beyond the requirements of professional preparation (A) and work experience (B) in this section. One letter, from the applicant's current immediate supervisor, addresses the exceptional qualities and teaching abilities of the applicant and directly relates to the position for which the applicant is applying. (3 points)
- Two references contain information beyond that listed in A and B in this section. (2 points)
- One reference contains information beyond that listed in A and B in this section. (1 point)

III. Rating the Personal Narrative

G. Background Experience (weight X2)

- The narrative includes dates and evidence of participation in professional workshops, institutes, courses, or other opportunities specific to mathematics or science education. Participation in the courses should enable the applicant to help elementary teachers raise their students' level of performance. Evidence of that ability includes how involvement in each professional development opportunity has influenced the applicant's own teaching. (3 points)
- The narrative includes names and descriptions of recent courses/workshops, ways the workshops/courses influenced his or her teaching methodology, and how this translated into increased student achievement. (2 points)
- The narrative lists workshops/courses but fails to adequately convey relationship between the workshop/course, how the course influenced teaching methodology, and student achievement. (1 point)

H. Experience Working with Adult Learners (weight X2)

- The narrative includes a description of knowledge of research-based instructional improvement strategies to assist teachers to improve student learning of mathematics/science in the school. Activities address curriculum, instruction, and assessment. The narrative describes ongoing professional development activities that clearly link changing teacher behaviors to student achievement. (3 points)
- The narrative describes ongoing professional development activities that may link changing teacher behaviors to student achievement. (2 points)
- The narrative describes professional development activities that link changing teacher behaviors to student achievement. (1 point)

I. Teaching Science or Mathematics (weight X2)

- The narrative includes evidence that the applicant understands the state standards in mathematics or science and has extensive content and pedagogical knowledge to ensure a high level of student interest and student achievement. (3 points)
- The narrative includes evidence that the applicant understands the state standards in mathematics or science and has moderate content and pedagogical knowledge to ensure a high level of student interest and student achievement. (2 points)
- The narrative includes evidence that the applicant understands the state standards in mathematics or science and has minimal content and pedagogical knowledge to ensure a high level of student interest and student achievement. (1 point)

J. Working as a Mathematics or Science Coach (weight X2)

- The narrative includes evidence that the applicant has experience in planning, developing, and delivering activities at the building, local, or state level that will affect mathematics or science teaching and student learning. It includes a description of working with teachers on the following three components: curriculum, instruction, and assessment. The narrative includes evidence that the applicant has an extensive understanding of coaching processes and includes a description of a coaching activity that would have the greatest impact on student learning. (3 points)
- The narrative includes evidence that the applicant has a moderate understanding of coaching processes and includes a description of a coaching activity that would have the greatest impact on student learning. (2 points)
- The narrative includes evidence that the applicant has a minimal understanding of coaching processes or includes a description of a coaching activity that would have the greatest impact on student learning. (1 point)

GUIDELINES FOR THE WORK OF A MATHEMATICS OR SCIENCE COACH

1. The purpose of the coach is to help raise student achievement by empowering other teachers. Activities that promote this end should be encouraged; activities that do not should be avoided at all costs.
2. If the teachers in your school have rotating duties such as bus, lunch, or hall duty, the coach can certainly volunteer to share those duties so long as they do not interfere with the ultimate goal. However, please remember that the coach's teaching position in the school is filled by an additional faculty member hired as a replacement. The coach's position does not, therefore, increase the duty assignments on other teachers.
3. The coach is **not** to be used as a substitute teacher in the school.
4. Coaches can occasionally teach classes if the goal is to promote good teaching practices, for example, co-teaching classes with teacher colleagues. Coaches should not be assigned regular teaching duties during the school day because it is almost impossible to teach "part time."
5. Coaches must be available to participate with their colleagues during planning sessions, team meetings, and other professional development opportunities. Coaches must have time during the school day for professional reading, reflective journaling, and other MSU assignments.
6. Coaches are assigned to a specific school and should spend their time working with the teachers in the assigned school. Coaches are not to be assigned district responsibilities.
7. The coach is not to be used to train coaches for other schools. The MSU coaching initiative is not designed as a train-the-trainer program.
8. Coaches are not to do formal observations (such as ADEPT, etc) of teachers for school or district evaluations or to collect data for teacher evaluations.
9. Coaches are obligated to attend **all scheduled MSU meetings**. The eight follow-up sessions and two regional meetings are part of the coach's job. Requests for exceptions need to be raised with the coach's MSU specialist-mentor.
10. A record of absences should be kept and approved in accordance with school and district policies, and, in addition, the regional coordinator should be notified of any absences.

SUPPORTING EFFECTIVE COACHING

2007–08 SCHOOL YEAR

Goals:

- Continue to provide coaches with the skills they need to work effectively with the teachers in their schools
- Continue to provide content needed to effectively coach teachers in implementing the K–5 mathematics or science standards
- Continue to develop the sense of collegiality among coaches and MSU staff and work to build a learning community
- Continue to develop and utilize administrative support for the coaching initiative at the school and district level
- Support the implementation of the plan of action developed during MSCI 1 and 2

In order to achieve these goals, it is vital that continuing and substantial contact be maintained among the MSU staff and the coaches, the principals, and the district contacts. The follow-up training will foster the coaches' connections to the MSU and to their peers. The follow-up training will provide a support system for addressing concerns/problems and a mechanism for sharing successes.

Key Elements:

- Communication
 - 1) Electronic: e-mail, bulletin boards, electronic journal entries
 - 2) Weekly meetings (one-half day) at the school between the coach and the MSU specialist
 - 3) Monthly meetings at the school with the coach, principal, district contact, specialist and regional coordinator
- Training

Eight (8) monthly meetings in Columbia to provide approximately 80 hours of professional development in content and coaching skills. Dates are to be determined. Meals and lodging are covered by MSU; mileage is the responsibility of the district.

 - 1) There will be two **regional follow-up sessions** for coaches. These dates are to be determined.
- Principal Follow-up
 - 1) Two sessions will be held in Columbia. Fall and spring dates will be determined. Mileage is the responsibility of the district.
 - 2) One-day sessions focus on building administrative support.
 - 3) These sessions provide information to guide modifications to the coaching program and to plan for summer two and year two for this cohort.